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ABSTRACT

This manual offers guidance on the use of the Alternate Portfolio Assessment Process to evaluate outcomes of Kentucky students with severe disabilities. Portfolios are intended to showcase student work and allow performance-based evaluation across life domain activities. Criteria for determining eligibility of students with disabilities for this assessment approach are first listed, followed by a listing of 28 of the "Valued Outcomes" for all children identified by the Kentucky Education Reform Act (1990). An introduction to portfolio assessment presents the philosophy of this approach and a listing of what such a portfolio should include. Alternate portfolio entry types are then described, such as instructional program data, written work, documented applications of skills, and project information. Contexts for the entire portfolio collection are explained including showing evidence of integration, functionality, age-appropriateness, use of technbology, and choice making. A holistic scoring guide using six levels of descriptors (performance, support, settings, interactions, and others) and four performance level descriptions (novice, apprentice, proficient, or distinguished) is provided. Student vignettes illustrate reconciling student activities with valued outcomes. Sample alternate portfolio products for students in grades 4, 8, and 12 are listed. A brief glossary is supplied, followed by sample protocols for documenting performance and for developing student activity schedules and resumes. (DB)

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KIRIS

KENTUCKY ALTERNATE

PORTFOLIO PROJECT

KENTUCKY DEPARTMENT OF EDUCATION
To ensure for each child an internationally superior education and a love of learning

Thomas C. Boysen, Commissioner
Kentucky Department of Education

TEACHER'S GUIDE

Prepared by:
The Kentucky Systems Change Project for Students with Severe Disabilities

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EC 301775

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ALTERNATE PORTFOLIO TRAINING OUTCOMES

PARTICIPANTS WILL:

- Identify students eligible to participate in the Alternate Portfolio Assessment Process.
- Identify the rationale and philosophy of the Alternate Portfolio Assessment Process.
- Identify and describe characteristics of portfolio assessment.
- Determine the relationship of Kentucky's Valued Outcomes to the Alternate Portfolio Process.
- Identify required and optional items to be included in the Alternate Portfolio Process.
- Reconcile the Valued Outcomes to sample portfolio items.
- Develop sample portfolio entries for individual students.
- Apply current holistic scoring guide standards in evaluating student portfolios.

NOTE TAKING GUIDE
ALTERNATE PORTFOLIO TRAINING OVERVIEW

ELIGIBILITY FOR ALTERNATE PORTFOLIO ASSESSMENT	**VALUED OUTCOMES, CORE CONCEPTS AND PRINCIPLES**
PORTFOLIO ASSESSMENT ALTERNATE PORTFOLIO RATIONALE AND PHILOSOPHY	**ALTERNATE PORTFOLIO ENTRIES CONSIDERATIONS**
ALTERNATE PORTFOLIO ENTRY TYPES AND CONTEXTS	**ALTERNATE PORTFOLIO HOLISTIC SCORING GUIDE**

ELIGIBILITY FOR ALTERNATE PORTFOLIO ASSESSMENT

CRITERIA FOR DETERMINING ELIGIBILITY OF STUDENTS WITH DISABILITIES FOR THE ALTERNATE PORTFOLIO ASSESSMENT

KDE PROGRAM ADVISORY 5/92

1. Students with disabilities will enter the Alternate Portfolio Assessment when the student's **Admissions and Release Committee** has:

1) determined and verified on the student's individual education plan (IEP) that the student meets all of the eligibility criteria for the KIRIS Alternate Portfolio Assessment.

2) documented in writing in the student's record the basis for its decision, using current and longitudinal data (such as including performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation/leisure, domestic, community living and vocational skills; behavior observations in multiple settings; adaptive behavior; and continuous assessment of progress on IEP goals and objectives). This will help ensure that the student meets the following criteria:

a) The student's demonstrated cognitive ability and adaptive behavior itself prevents completing the course of study even with program modifications;

and

b) The student's current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in domestic, community living, recreational/leisure, and vocational activities in school, work, home, and community environments;

and

c) The student's inability to complete the course of study may not be the result of excessive or extended absences; it may not be primarily the result of visual or auditory disabilities, specific learning disabilities, emotional-behavioral disabilities, social, cultural, or economic differences;

and

d) The student is unable to apply or use academic skills at a minimal competency level in natural settings (such as the home, community, or work site) when instructed solely or primarily through school based instruction;

and

e) For eighth and twelfth grade students with disabilities, the student is unable to:

1) Complete a regular diploma program even with extended school services, schooling, program modifications, and adaptations;

and

2) Acquire, maintain, generalize skills and demonstrate performance without intensive frequent, and individualized community-based instruction.

ALTERNATE PORTFOLIO ENTRY CORE VALUED OUTCOMES

CRITICAL FUNCTIONS OF KERA VALUED OUTCOMES AS EVIDENCED THROUGH DOMAIN AREAS

Seventy-five Valued Outcomes identified for **all** children in Kentucky resulted from the Kentucky Education Reform Act 1990 (KERA).

The Alternate Portfolio Advisory Committee, charged with the task of identifying the valued outcomes to be assessed within the Alternate Portfolio Process and totally containing them within a portfolio, looked at the critical functions of each of the 75 Valued Outcomes.The extent to which each could be evidenced for children eligible to participate in the Alternate Portfolio Process resulted in a prioritized subset of outcomes.

Through a process of reconciling student activity schedules and evidencing performance, the Committee initially identified 28 outcomes critical to maintaining the integrity of functional programming for students participating in the Alternate Portfolio Process.

As a result, the 28 identified valued outcomes incorporated into the Alternate Portfolio Process will be evaluated during the first year. The other Valued Outcomes will be incorporated during subsequent years. The following list identifies the 28 Valued Outcomes included in the Alternate Portfolio Process. Statements in italics represent **examples** of the critical function for each outcome.

1. **ACCESSING INFORMATION:** Students use research tools to locate sources of information and ideas relevant to a spec fic need or problem. (*Requests assistance*)
2. **READING**: Students construct meaning from a variety of printed materials for a variety of purposes through reading. *(Reads environmental, pictorial print)*
5. **QUANTIFYING**: Students communicate ideas by quantifying real, whole, rationale, and/or complex numbers. *(Counts, uses one-to -one correspondence)*
10. **CLASSIFYING**: Students organize information through development and use of a classification system. *(Sorts or organizes functional items)*
11. **WRITING**: Student communicate ideas and information to a variety audiences for a variety of purposes through writing. *(Constructs printed, pictorial messages; uses personal signature)*
12. **SPEAKING**: Students communicate ideas through speaking. (*Communicates basic needs)*
16. **USING ELECTRONIC TECHNOLOGY**: Students use computers and other electronic technology to gather, organize, manipulate, and express information and ideas. *(Uses adaptive technology to control environment, communicate)*
17. **NATURE OF SCIENTIFIC ACTIVITY**: Students use appropriate and relevant scientific skills to solve specific problems in real life situations. *(Problem solves in new or novel situations)*
18. **PATTERNS**: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events. *(Follows /manages own schedule)*
21. **CONSTANCY**: Students understand the tendency of nature to remain constant or move toward a steady state in a closed system. *(Predicts next event)*
23. **NUMBER**: Students demonstrate understanding of number concepts.
30. **DEMOCRATIC PRINCIPLES:** Students recognize issues of justice equality, responsibility, choice, freedom and apply these democratic principles to real-life situations. *(Makes choices; accepts responsibility for own actions)*

31. STRUCTURE AND FUNCTION OF POLITICAL SYSTEMS: Students recognize varying forms of government and address issues of importance to citizens in a democracy, including authority, power, civic action, and rights and responsibilities. *(Participates in class, school elections, group activities)*

32. STRUCTURE AND FUNCTION OF SOCIAL SYSTEMS: Students recognize varying social groupings and institutions and address issues of importance to members of them, in including beliefs, customs, norms, roles, equity, order, and change. *(Functions effectively in a wide variety of group settings and activities)*

33. CULTURAL DIVERSITY: Students interact effectively and work cooperatively with diverse ethnic and cultural groups.

34. STRUCTURE AND FUNCTION OF ECONOMIC SYSTEMS: Students make economic decisions regarding production and consumption of goods and services related to real life situations. *(Budgets own money; makes purchases)*

37. INTERPERSONAL RELATIONSHIPS: Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and human relationships. *(Initiate s and maintain interactions leading to friendships)*

38. PRODUCTION: Students create products and make presentations that convey concepts and feelings.

45. FAMILY LIFE AND PARENTING: Students demonstrate positive individual and family life skills. *(Contributes to family life, demonstrates appropriate social-sexual behavior)*

46. CONSUMERISM: Students demonstrate effective decision making and evaluative consumer skills. *(Shops comparatively)*

47. PHYSICAL WELLNESS: Students demonstrate skills and responsibility in understanding physical wellness. *(Participates in excercise, diet, self-care activities)*

48. MENTAL AND EMOTIONAL WELLNESS: Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness. *(Expresses feelings, manages stress, maintains relationships)*

49. COMMUNITY HEALTH SYSTEMS: Students demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote healthy living for its citizens.

50. PSYCHOMOTOR SKILLS: Students perform psychomotor skills effectively and efficiently in a variety of settings.

51. LIFETIME PHYSICAL ACTIVITIES: Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity. *(Participates in activities that enhance or maintain physical conditioning)*

52. CAREER PATH: Students demonstrate strategies for selecting career path options.

53. EMPLOYABILITY ATTRIBUTES: Students produce and/or make presentations that communicate school-to-work/post secondary transition skills. *(Participates in transition planning)*

54. POST SECONDARY OPPORTUNITIES SEARCH (JOBS, SCHOOL, MILITARY: Students demonstrate ability to complete a post-secondary opportunities search. *(Compiles a variety of real work experiences, determines preferences, chooses a job placement, accesses necessary supports)*

INTRODUCTION TO PORTFOLIO ASSESSMENT

The Kentucky Educational Reform Act (KERA) outlines six performance goals that are expected of all students upon graduation from Kentucky schools. These goals, framed in measurable terms, will guide the development of curriculum, instruction, and assessment of student achievement.

For the 1991- 92 school year, Kentucky students participated in the writing portfolio process; multiple choice, open response testing in mathematics, social studies, science, and reading; and performance event testing in mathematics, science, and social studies. This year, Kentucky students, in addition to writing portfolios, will develop mathematics portfolios. Students identified by school based admissions and release committees during the 1991-92 school year as being eligible for an alternate portfolio assessment system will develop portfolios during the 1992-93 school year. **The 1992-93 portfolios in the alternate assessment system at the 4th, 8th, and 12th grades will be scored for accountability purposes by October 15, 1993.**

Portfolios showcase student work where learning across life domain activities can be assessed in a comprehensive way. The collection of work will exemplify the goals of KERA, and Kentucky's Preliminary Curriculum Framework. Portfolio assessment represents performance-based evaluation which includes a process for obtaining student information and self-evaluation data. Kentucky's Alternate Portfolio Assessment Process represents a multi-disciplinary approach as opposed to a single curriculum area and models the mathematics and writing portfolios in the use of the holistic scoring guide.

The attached document serves as the training manual and as the guide for the teacher serving children in the Alternate Portfolio Assessment Process. The manual includes eligibility criteria, rationale, assessment considerations, sample student products and productions, and tools for planning student portfolios. All teachers serving students in the Alternate portfolio assessment system must be trained in the use of these materials and in scoring of the portfolios in the alternate system. This guide should be disseminated to all teachers serving students at the 4th, 8th, and 12th (or last year of school) marker years. Storing these materials in a binder/portfolio will allow for addenda that will be sent through the year.

For further information, you may contact **Harold Kleinert (Kentucky Systems Change Project) at (606) 257-3045; Jacqueline Farmer (Kentucky Systems Change Project) at (606) 257-3560;** or call Amy Sosman, Advanced Systems in Measurement and Evaluation, Inc. at 1-(800)-431-8901.

ALTERNATE PORTFOLIO RATIONALE

- Ensures that children with significant challenges will be represented in the accountability system
- Supports an activity that encourages change and growth over a period of time
- Provides other ways for the teacher to look at the effect of programming on individual students, and to make changes in instruction
- Explores a range of critical functioning across life domain areas
- Encourages student choice and decision making in learning as well as evaluation of their own work
- Merges instructional and assessment activities
- Builds in support for meaningful participation

PHILOSOPHY

- Supports a method of evaluation that allows students to demonstrate strengths rather than weaknesses
- Values learning styles and diverse abilities
- Encourages the student to engage in learning that has meaning for him/her
- Provides multiple dimensions for measuring significant progress
- Promotes the vision of enhancing capacities and integrated life opportunities

ALTERNATE PORTFOLIO ENTRIES

A COMPLETE PORTFOLIO WILL INCLUDE:

- **A completed table of contents,** (may represent the student's present mode of communication; written, pictorial, audiotape).
- **A letter to the reviewer** written or dictated by the student (or a collaborative effort of a student and a non-disabled peer) that describes the portfolio and its contents.
- **7-10 entries** that represent the breadth of entries (types, contexts, and domain areas). Each entry must include the original question, task, or problem posed, a name, a title , and a date. Entries must be arranged in the order presented in the table of contents.
- **A student weekly schedule** and description of its use indicating types activities, opportunities for choice and interactions with non-disabled peers.
- **A resume' of job experiences**, both volunteer and paid, accompanied by employer evaluations at marker years 8 and 12.
- **A sample of the student's present mode(s) of communication** and description of its use, which may may be evidenced through the table of contents, letter to the reviewer, or student schedule.
- **A letter from a family member or care/giver** validating the contents of the portfolio.

AN INCOMPLETE PORTFOLIO FAILS TO INCLUDE:

- A table of contents.
- A student letter to the reviewer.
- At least 7 entries (not including the letters).
- A student activities schedule and description of its use.
- A resume' of job experiences for marker years 8 and 12.
- Validation letter from family member or care-giver.

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- Validation letter from family member or care-giver.

OTHER CONSIDERATIONS:

- Entries in the category of photographs, audiotapes, videotapes, and computer disks, must be accompanied by a paragraph describing the product and the rationale for its use.
- Student performance data must be graphed and accompanied by a copy of the instructional program as well as a qualitative response from the student, non-disabled peer, and/or family member / caregiver.
- If the table of contents, student schedule and/or the letter of transmittal reflect the student's present mode of communication and its use, then the communication system entry may be optional.
- Entries should reflect participation in the general education writing or mathematics portfolio assessment tasks whenever possible.
- A **Group Product** represents a product completed by a group of students working together. This type of entry must be accompanied by an explanation of the activity and reflection on the student's participation by him/herself and/or peers.
- No more than 2 group products can serve as entries if only 7 items are entered. More group project entries may be included as optional projects in addition to the ten entries. Projects must be listed in the table of contents.
- If there are more than 10 entries (not including the letters), only the first 10 will be assessed.
- Entries must be accompanied by brief descriptions and rationale, and dates.
- Revision of work is encouraged and recommended. Entries should exemplify the **STUDENT'S** best work (highest proficiency level). Entries should be revised, edited, andpolished. This revision should be a *teacher/student* and/or *student/student* collaborative effort.
- Students should begin collecting portfolio entries prior to marker years 4, 8, and 12 so that entries may be revised and the best entries may be selected for entry into the accountability portfolio.

INSIDE COVER OF ALTERNATE PORTFOLIO

NAME_____

GRADE_____

SCHOOL_____

TABLE OF CONTENTS

LETTER TO REVIEWER

Suggested Topics:

- What did you learn from keeping the portfolio?
- What did you think was your best entry? Why?
- Which entry did you learn the most from? Why?

Contexts:

- Should incorporate the student's present mode of communication.
- May be a collaborative effort among the student, non-disabled peers, and/or family.

1. Student weekly schedule (see Protocol page 44)
2.
3.
4.
5.
6.
7.
8.
9.
10.

ALTERNATE PORTFOLIO ENTRY TYPES

Instructional Program Data

This type of entry may extend over a period of time. Graphed instructional program data must be accompanied by a written instructional program (See Protocol p.41). This entry may be accompanied by a student performance video tape and written validation by an inter-disciplinary team which includes the family/caregiver.

Writing/Communication

This entry may include written and/or pictorial materials such as a journal, schedule, address book, resume' or general education writing portfolio task. It may also include transcribed stories dictated by peers and/or reflections about progress written collaboratively by the student, professionals, peers, and family/care-givers.

Investigation/ Discovery

This type of entry is an inductive search for an answer to a question; a guided exploration that leads the student to a generalized performance. This can be accomplished by gathering data, examining models, viewing examples or counter examples, etc.

Application

This type of entry may reflect the use of an adaptation or newly acquired skill in a new or novel setting/situation. Examples may include use of a communication system, purchasing strategy, or other adaptation. This entry must be accompanied by a description of the student's performance in the new settings. This can become a project if multiple new settings/situations are used over time.

Project

This type includes activities which **extend over a period of time (days or weeks)**. Examples might include a fitness routine, shopping project, use of an adaptive switch in a variety of settings for a variety of purposes, use of a purchasing strategy. Examples may be chosen from any of the three domains (vocational, recreation/leisure, personal management). This may also include projects from general education portfolio activities.

A portfolio entry may fall into more than one of the above types.

ALTERNATE PORTFOLIO ENTRY CONTEXTS

The entire portfolio collection should evidence the following contexts:

Integration
An entry that includes or reflects participation with non-disabled peers (this could include an activity within the general education writing or mathematics portfolio), or integration within a community activity.

Functional
The entry has meaning for the student and results in enhanced capacity or independence.

Age-appropriate
The activities included in the portfolio exemplify chronologically age-appropriate products, productions, materials, and environments.

Computer and Other Technology
Activities which involve the use of technology (computers, VCR's).

Assistive/Adaptive Technology
The entry evidences the use of adaptations through assistive devices or strategies that enhance capacity or independence.

Choice Making
The entry evidences student choice and decision making.

Individual Vs. Group Products

Individual
A single student produces this entry whether it is the outcome of a group activity or individual endeavor.

Group
This entry, produced by a group of students working together, must include individual explanation or reflection on the work.

Representative Domain Areas
The entries should reflect products from the following core areas:

Vocational includes school jobs, chores, and volunteer positions to actual paid work experiences in the community.
Recreation/Leisure: includes individual, family, and community recreation/leisure activities.
Personal Management may include activities in the areas of self care, food, space and belongings and/or personal business including community activities.

ALTERNATE PORTFOLIO ASSESSMENT
Holistic Scoring Guide

- The portfolio uses a holistic scoring guide with six levels of descriptors and four performance level descriptions.

- The six levels of descriptors include: performance, support, settings, interactions, types and contexts, and reconciliation of domain areas with core concepts.

- According to the four performance descriptions, a portfolio may be characterized at the novice, apprentice, proficient, and distinguished levels.

- It is unlikely that a particular portfolio will be characterized at all one level. The overall score should reflect the level at which the appropriate descriptors for a portfolio are clustered.

- The workspace/annotations section of the holistic scoring guide should be used to assist the reviewer in analyzing the contents of the portfolio. Commendations and needs may be noted for feedback.

- The worksheet has five sets of bubbles to assist the reviewer in analyzing (1) the breadth of entries; which includes contents, types and contexts, representative domain areas, (2) level of student work; and a (3) holistic score.

    (1) **Breadth of entries**: Filling in a bubble indicates that at least one entry demonstrates that category. An entry may qualify in more than one category of entry type, context, and representative domain areas.

    (2) **Level of student work**: Filling in a bubble indicates the overall quality of student work.

    (3) **Holistic score**: The final portfolio score reflects a holistic judgment of a performance level for the student.

- After analyzing data from the breadth of entries, level of student work, and annotations, the final holistic score will be assigned that best describes student performance level.

- An incomplete portfolio will not be assessed and will receive a score of 1 for accountability purposes.

KENTUCKY ALTERNATE PORTFOLIO

HOLISTIC SCORING GUIDE

	O	O	O	O
	NOVICE	**APPRENTICE**	**PROFICIENT**	**DISTINGUISHED**
PERFORMANCE	Participates in portfolio products, productions	Performs specifically targeted skills in portfolio products, and productions	Initiates performance evidenced in products and productions; evaluates own performance	Plans, initiates own performance in portfolio products and productions; monitors and evaluates own performance
SUPPORT **Accessing Assistance**	Requires formal training support in all aspects of products and performances	Requires moderate support in most products and performances	Requires minimal support from teacher or trainer; may rely more on natural support from coworkers or peers	Uses only natural supports to complete products and performances
SETTINGS **Home, School, Community**	Participates in products/performance primarily in one setting	Performance occurs in more than one setting	Initiation and performance occurs across settings	Plans and carries out products/performance in a variety of settings
INTERACTIONS	Responds to interactions with teacher, family, and/or only disabled peers	Initiates interations with non-disabled peers	Initiates and sustains interactions with non-disabled peers over time	Has clearly established mutual friendships with non-disabled peers
TYPES AND CONTEXTS	Indicates the use of few types and contexts	Indicates the use of a variety of types and contexts	Indicates a wide variety of types and contexts .	Indicates a comprehensive use of types and contexts
RECONCILES DOMAIN AREAS AND CORE CONCEPTS	Limited samples within domain areas reconciled to core concepts	Variety of domain area samples reconciled to core concepts	All domain areas represented and reconciliation to core concepts	Extensive representation of domain areas and reconciled to core concepts

PORTFOLIO CONTENTS O Table of contents O 2 Letters to reviewer O 7-10 entries O Communication O Schedule O Resume	WORKSPACE	ANNOTATIONS
BREADTH OF ENTRIES	**PERFORMANCE** • Plans, initiates participation/performance in products and productions. Monitors and evaluates participation/performance	
TYPES O WRITING O PROJECTS O INSTRUCTIONAL DATA O APPLICATION O INVESTIGATION/DISCOVERY	**SUPPORT** • Uses only natural supports (non-disabled peers, coworkers) in participation/performance of product/productions.	
CONTEXTS O INTEGRATED O FUNCTIONAL O AGE-APPROPRIATE O COMPUTER / TECHNOLOGY O ASSISTIVE / ADAPTIVE TECHNOLOGY O OPPORTUNITIES FOR CHOICE	**SETTINGS** • Plans, carries out products and productions in a variety of school, home, and community settings	
REPRESENTATIVE DOMAIN AREAS O VOCATIONAL RECREATION/LEISURE O INDIVIDUAL O FAMILY O COMMUNITY PERSONAL MANAGEMENT O COMMUNITY O SELF CARE O FOOD O SPACE/BELONGINGS O PERSONAL BUSINESS	**INTERACTIONS** • Evidences established mutual friendships with non-disabled peers **TYPES AND CONTEXTS** • Utilizes a wide variety of types and contexts **RECONCILES DOMAINS AND CORE CONCEPTS** • Represents samples across domain areas.	

STUDENT VIGNETTES RECONCILING OUTCOMES

RECONCILING INDIVIDUAL STUDENT ACTIVITY SCHEDULES AND PORTFOLIO EVIDENCE WITH CORE VALUED OUTCOMES

Student Vignette High School: Ned

Ned, a 21 year old high school student has a moderate level of disability. He meets and gets along with peers, attends P.E. and vocational classes. He works at the district Pre-school and as a helper in the Agriculture class. He belongs to a swim team. His greatest needs lie in the areas of personal hygiene and vocational skills. He is also working on a budgeting system.

IEP Goals

- Improve vocational skills
- Develop a resume of vocational experiences
- Budgeting weekly purchases
- Improve personal hygiene

Entry Descriptions

Pre school Job Site

Clean breakfast room tables; return trays to the cafeteria; help children brush their teeth with labeled tooth brushes; assist the teacher with the children in play groups with sharing; taking turns; playing fair; using manners; and returning materials to their place

Agriculture Small Power Tool Class

Co-manage the tool room; take in used tools; tag items in need of repair; cleaning and returning tools to bin or peg; assist with computerized inventory; and keep a daily check list

Student Activities Schedule	Portfolio Evidence	Valued Outcomes
Plans, follows written individual daily schedule	Written daily schedules	Reading, writing, classifying, patterns, constancy
Self-monitoring Hygiene	Hygiene Checklist, graph of checklist data	Patterns, physical wellness reading, quantifying, number
Regular Homeroom Class elections Assemblies Homecoming	Activities journal Student schedule	Democratic principles, reading, structure and function of political systems, cultural diversity, writing, interpersonal relationships
Work at County Preschool (see description)	Self-monitoring checklist, letter from employer, resume', activities journal	Reading, writing, interpersonal relationships, family life and parenting, career path, employability attributes, post secondary opportunities search
Regular P.E. Class	Student schedule, P.E. project, Activities journal	Reading, writing, cultural diversity, interpersonal relationships, physical wellness, psychomotor skills, lifetime physical activities
Community based Instruction Shopping Banking	Budgeting and banking notebook, family grocery shopping project, using instant teller, self monitoring checklist, student schedule	Reading, writing, quantifying, classifying, number, structure and function of economic systems, consumerism
Agriculture Class Tool Shop (see description)	Self-monitoring checkouts, class project, daily activities journal	Patterns, number, classifying, speaking, interpersonal relationships, production, career path, employability attributes
Swim team practice, Monday & Thursday	Lap record, activities journal, strength training record, stroke skill chart	Patterns, number, reading, writing, lifetime physical activities, psychomotor skills, interpersonal relationships

Student Vignette Middle School: Tim

Tim, a twelve year old middle school student, has cerebral palsy and developmental delay. He uses a wheelchair with minimal adaptation for mobility, but requires repositioning in a prone stander daily. He is tube fed twice daily by the school nurse, but also eats/drinks a small amount orally. He operates a computer using a plate switch and 'cause and effect' software. He communicates by smiling in response to question and makes choices using eye gaze and pictures. He is a member of a general education homebase, and spends time with peers during their lunch, and attends general education art class. Peers push Tim to various activities and assist him in participating in class. A circle of friends has promoted the expansion of the quality of peer interactions.

IEP Goals

- Make choices by reaching and/or eye gaze
- Indicate yes/no by smile or scowl
- Operate switch activated items
- Reach, grasp, release in various activities
- Assist in dressing and transfers

Tim's Schedule

STUDENT ACTIVITIES SCHEDULE	PORTFOLIO EVIDENCE	VALUED OUTCOMES
Homebase Class elections Assemblies	Daily schedule, peer report, communication log	Political systems, social systems, interpersonal relationships, cultural diversity, mental/emotional wellness
Selects activities for daily schedule. Organizes picture schedule book	Picture schedule, picture journal with comments from student and peers about preferred activities	Reading, classifying, writing, patterns, constancy, interpersonal relationships
Computer activities using switch (requires prone stand position)	Log of completed activities, instructional program data for switch activation, peer report of assistance required	Using electronic technology, scientific activity, production, interpersonal relationships, psychomotor skills, physical wellness
Art class	Products from art class, Instructional program data for greetings, communication systems, peer report	Speaking, patterns, constancy, structure and function of social systems, cultural diversity, interpersonal relationships, psychomotor skills
Preferred switch activities, music/books on tape (positioned on mat)	Log of preferred music/books, data for switch activation, pictorial representations for communication system	Reading, using electronic technology, psychomotor skills, lifetime physical activities
Lunch Social Interactions	Instructional data greeting peers, use of communication system, videotape of interactions	Reading, speaking
School Job separating supplies with peer	Instructional data, videotape of job, peer review, use of communication system to self-evaluate	Quantifying, classifying, interpersonal relationships, psychomotor skills, production, career path
Community Based Instruction Shopping Bowling	Envelope shopping system, instructional program data, videotape,	Quantifying, reading, numbers, structure and function of economic systems, consumerism, psychomotor skills, Lifetime physical activities

RECONCILING STUDENT ACTIVITIES TO VALUED OUTCOMES
PORTFOLIO EVIDENCE

STUDENT ACTIVITIES SCHEDULE	PORTFOLIO EVIDENCE	VALUED OUTCOME

Student Vignette Elementary: Joshua

Joshua, an 8 year-old student with multiple disabilities, spends the majority of his day (75%) integrated in a primary school classroom. Joshua gets around in a wheelchair with help from friends in his class. He uses eye gaze to choose preferred items with a picture communication system. He uses a switch to activate preferred toys and appliances. One hour a week, he purchases preferred items using an envelope budgeting system.

IEP Goals:

- Choosing preferred items with an eye gaze picture system
- Identifying belongings with own printed name
- Vocalizing to request assistance and respond to greetings
- Extending reach and grasping items in the context of activities with typical peers
- Maintaining head control and orientation to speaker/activity for five minutes

Student Activities Schedule	Portfolio Evidence	Valued Outcomes
Arrival Greetings Maintain head control Use eye-gaze to select preferred activities in daily schedule Specials (Music, Art, P.E.) Cooking (using switch to activate appliances) Community-Based Instruction making purchases Lunch with Peers Recess with Peers Box it and Bag it Math Social Studies Thematic Unit Learning Centers Dismissal		

Student Vignette Elementary School: Michelle

Michelle, a nine year old diagnosed with Down syndrome, meets and gets along with peers, takes care of basic self-care needs independently. She attends regular fourth grade class for thematic units, learning centers, and 'specials' (Art, P.E. and Music). Her greatest needs lie in the areas of communication in asking for help; making appropriate comments; reading and responding to environmental print; and basic mathematics operations. She uses a calculator to consecutively subtract purchases during community based instruction.

IEP Goals:

- Reading and responding to environmental print
- Making appropriate comments, requests, ask for help
- Counting objects and using basic mathematics operations
- Budgeting purchases using consecutive subtraction

Student Activities Schedule	Portfolio Evidence	Valued Outcome
Arrival Schedule Individual Activities Thematic Units Learning Centers Specials (Art, P.E., Music) Math Lunch Community Based Instruction Consecutive subtraction Purchasing School Library Helper Shelves books Sorts cards Dismissal		

Student Vignette Middle School: Caran

Caran, a 14 year old middle school student diagnosed with autism, follows a picture schedule, participates in general education art class, works in the school office delivering messages to teachers with a peer, and keeps a daily journal on a computer. She needs to work on reading environmental print, budgeting money for purchases, and matching times with scheduled activities.

IEP Goals:

- Read and follow daily schedule
- Perform school job
- Read functional materials
- Improve social interaction skills with peers

Student Activities Schedule	Portfolio Evidence	Valued Outcomes
Plan and read daily schedule Homebase Art Class School Job delivering messages Community Job Public Library Community Based Instruction Making Purchase Budgeting money Ordering, paying in fast food restaurant Listen to books on tape General Education Activity Period Review daily schedule Write journal entries on computer		

Student Vignette Middle School: Kate

Kate, a 13 year old female has Down syndrome. She reads on a fifth grade level with comprehension at the 3rd grade level. She goes to regular homeroom, social studies, and related arts independently. She works in the community at Dairy Mart, and volunteers at the nursing home. Kate grocery shops for her family but has difficulty with money skills. Peer tutoring has been a positive experience and being with other students is very important to her.

IEP Goals

- Increase independence at worksites
- Budget money for grocery items
- Pay for purchases with the correct dollar amount

Student Activities Schedule	Portfolio Evidence	Valued Outcomes
Arrival Plan and write daily schedule Homeroom Work at Dairy mart Social Studies Class Community Based Instruction Paying for purchases Budgeting money Related Arts Class Volunteer at Nursing home		

Student Vignette High School: Ann

Ann, an 18 year old high school student, has autism. She communicates with others using pictures, signs, and Facilitated Communication. She purchases grocery items and her favorite fast food lunch using an envelope budgeting system. Work experiences include facing shelves at the grocery store, delivering messages, and vacuuming. She requires supervision for most activities. An informal network of friends help in providing support in some her favorite activities: music keyboarding class, physical education, and facilitating communication on a computer keyboard.

IEP Goals:

- Use pictures/symbols to schedule daily activities
- Respond to pictures/symbols in natural environments
- Improve independence in vocational settings
- Choose the best buy in making purchases
- Perform exercise routines, play team games

Student Activities Schedule	Portfolio Evidence	Valued Outcomes
Home Training Showering, Dressing Prepare breakfast Wash clothes Arrive School Prepare schedule P.E. Class with Peer tutor Community Based Instruction Banking Grocery Shopping Walmart shopping Fast food Job at Library Vacuuming Lunch with peers McDonalds (Thurs) Budgeting money Music Keyboarding Class Deliver Messages in School		

Student Vignette High School: Jay

Jay, a 17 year old young man with deaf-blindness, loves to be outside and has a great memory. He has been described by those who know him as gentle, persistent, and hard working. Jay uses a calendar box to schedule this activities and make choices. He uses a timer and bell to identify the concepts of now and wait. He is learning to communicate "stop" and "no" to discontinue an activity. He works in the class Balloon Factory as the ribbon cutter.

IEP Goals

- Initiate interactions with signs across domains
- Use calendar box with Braille words and numbers
- Improve the use of right hand

Student Activities Schedule	Portfolio Evidence	Valued Outcomes
Uses object shelf to schedule activities Prepares and cleans up breakfast Works in school patio garden and greenhouse Community based instruction making purchases Lunch with peers Works in the Balloon Factory with student council Attends P.E. Class Walks on track with peer Dismissal		

SAMPLE ALTERNATE PORTFOLIO PRODUCTS AND PRODUCTIONS

The following samples may be used as prompts by students as possible alternate portfolio entries. These activities, designed by the alternate portfolio advisory committee, should help teachers draw on their own experiences and ideas. These suggestions should not be considered an all encompassing list, but rather as a starting point in thinking about possible products. When incorporated into the portfolio, these activities will necessarily be expanded and adapted. We would appreciate any feedback that you may be willing to share regarding the usefulness of the items mentioned or different items which have worked well for you and your students.

Note that in choosing instructional activities as possible portfolio entries, the activity should allow the student to show a more efficient or sophisticated process, an insightful interpretation, or a generalization of learning.

SAMPLE PORTFOLIO PRODUCTS FOR GRADE 4

INVESTIGATIONS/DISCOVERIES

•Using a vertical number line, determine the cheaper of two or three items. Explain your choice.

•Investigate the number of coin combinations that will purchase your favorite vending machine snack. Use money stamps or replicas to show the combinations.

•Apply the use of a switch to a variety of electronic toys appliances. Which ones work? Which ones do you like the best? Which ones don't work?

WRITING/COMMUNICATION

•Write, dictate, select pictures that represent a daily schedule or journal of events and activities. A description of schedule use and evaluation of performance should be included.

•Write, dictate, select representative pictures of language experience stories. Include a personal word or picture bank of new words used in the stories.

•Use an identifiable stroke (or rubber stamp) for writing name, identifying belongings, sending cards and letters. Include samples of labeled items and evaluation of performance.

•Construct a photo journal of daily routines, special events. Write captions for the pictures. Include your personal dictionary or word list.

APPLICATIONS

•Apply the use of new communication pictures /symbols outside the classroom, (on the playground, at lunch, at the store). Include evaluations of using the new pictures. Keep a dictionary of symbols as they are added to the system.

•Apply the use of a purchasing strategy (calculator, envelope system) to purchase small items (snack). Evaluate the use of the purchasing system. Keep track of money spent.

•Apply the use of an adapted switch to activate preferred toys, computer, appliances, single-loop tape. Keep a photo book of items activated by switch and select your favorites.

•Manage school job sequence cards, daily schedule, weekly calendar. Include samples of cards, schedules, calendars. Evaluate your performance.

•Read daily schedules, school lunch menus, bulletin boards, and signs. Keep a card file of words you can read.

PROJECTS

•Develop a collection of stories written or on tape. Write, dictate and/or illustrate special stories from the collection. Present selected items from the collection to a small group.

•Budget an allowance for a special purchase. Compare prices at various stores, select the best buy. Illustrate your choice.

•Develop a picture book of school jobs and responsibilities for the year. Write /dictate or illustrate your favorite school job.

•Develop a written or pictorial collection of nutritious snacks. Prepare written or picture recipes of your favorite nutritious snacks to go with the collection.

•Develop a self-improvement program (e.g. dental care). Keep records of tooth brushing, flossing, using mouth wash on a calendar or chart. Include tooth brushing performance data. Make a collage of the important aspects of dental care.

•Keep a personal dictionary (written/pictorial) or word bank of frequently used words/pictures.

SAMPLE PORTFOLIO PRODUCTS FOR GRADE 8

INVESTIGATIONS/DISCOVERIES

•Using ads from the newspaper, decide which store, e.g. grocery, clothing, toy, seems to be the best place to shop. (This could be a project if data is kept over time).

•Use a calculator to consecutively subtract grocery items from a budgeted amount. Could you purchase everything on your list? Did you have enough money?

WRITING/COMMUNICATION

•Write, dictate, use pictures to illustrate a log of daily or weekly work activities. Evaluate your performance; include employer evaluations. Collect information about jobs you might like to do. Organize the information into a notebook.

•Write or dictate cards, and/or letters to a pen pal or special friend.include samples of letters, personal dictionary and address book.

•Write or dictate personal information on forms and applications. Keep records of forms filled out and for what purposes. Include sample forms and applications. Evaluate own performance.

•Write, dictate, use pictures to develop a telephone/address book of friends and family

•Write, dictate use pictures to develop shopping lists for various shopping activities. Keep a word, picture bank of shopping words or pictures. Keep track of new words.

APPLICATIONS

•Plan menus, shop, and prepare simple meals. Adaptive switches/devices may be used to assist in preparation. Prepare sequence cards or write down the preparation steps. Evaluate and have others evaluate the meals.

•Budget money for weekly activities, personal needs. Keeps records of money spent, saved, and current balance.

•Use a calendar to keep track of birthdates, special events, appointments. Include descriptions of how and when the calendar is used. Evaluate your use of the calendar and include samples of use.

•Develop skin/hair care routine. Chart your progress. Collect information about skin and hair care. Organize the information into a skin/hair care notebook.

•Take up a sport(swimming/soccer) . Keep a chart of practice hours, new skills learned. Collect information about the new sport. Organize information into a notebook.

PROJECTS

•Keep weekly log/journal of work activities. Construct a resume of job experiences, both paid and volunteer. Evaluate your own performance and set goals for the next week.

•Coordinate the use of the calendar and address book. Keep track of birthdays and special events. Send cards, letters to friends and family. Include your personal dictionary.

•Develop a book or card file of favorite recipes. Keep sample shopping lists and approximate costs for each recipe.

•Care for a pet/plant. Keep a journal of activities, records of feeding, growth, and habitat management. Identify and budget money for food and supplies. Collect information about the pet/plant; organize information into a notebook.

•Develop a recycling project. Determine items to collect, procedures, and cost. Keep a log of number of items collected, amount of time spent, and additional money spent.

SAMPLE PORTFOLIO PRODUCTS GRADE 12

INVESTIGATIONS/DISCOVERIES

•Investigate the use of various switches as they apply to vocational tasks. Which ones worked best? What jobs were you able to perform? Which ones didn't work so well? Why?

•Use the following materials to compare prices for family grocery items: weekly advertisement, calculator, and vertical number line. Which store has the best buys? Which store has the highest prices? How much money did you save?

•Conduct a survey of employers. Ask them questions about the skills and work habits of their employees. What skills/habits do they consider important?

•Shadow workers in at least five different jobs. What kinds of things did they do? Which job was your favorite? Which job would you like to try again?

WRITING/COMMUNICATION

•Complete a resume of at least four community jobs, either paid or volunteer. Include letters of recommendation and sample employer evaluations. Identify career goals and a plan for accomplishing those goals.

•Keep daily/ weekly/ monthly schedule of activities and address book/ telephone list. Record plans of activities with non-disabled peers, friends, and family in a journal. Evaluate your use of the schedule.

•Maintain a "reading list" of favorite books or books on tape, and/or videos. Write/dictate a brief description of the story and why you like it.

•Keep weekly grocery and shopping lists, meal plans, recipe files. Organize them into a notebook. Include picture/word bank of new words.

APPLICATIONS

•Keep a monthly budget of expenses. Maintain a checking account or other banking system. Evaluate your performance in using the budget.

•Participate in a regular fitness, personal care, and/or self-management routine. Collect information about the routine and organize the information. Chart your progress and evaluate your performance.

•Develop a new hobby (floral design or play a musical instrument) . Collect and organize information about your hobby. Write down expenses and determine the costs of your hobby.

PROJECTS

•Participate in a school or community fund raising project. Keep a record of money raised, time spent, and calendar of activities related to the fund raising effort.

•Participate in a community volunteer project. Keep a record of events and volunteer hours. Include certificates, letters of commendation. Evaluate your participation

•Develop a complete fitness routine. Keep records/logs of progress and new skills learned. Collect and organize information about your routine and determine the cost of your program.

•Conduct a post high school job/education search. Collect and organize information, record letters sent meetings held, and develop a list of contact persons. Add those to your personal address book.

GLOSSARY OF TERMS

PORTFOLIO: A collection of **STUDENT** products and productions that evidence educational experiences, student choice, and evaluation of learning.

ACCOUNTABILITY PORTFOLIO: The specific products and productions representing the student's best work that will be evaluated for school accountability purposes.

HOLISTIC SCORE: The most consistent level of student performance identified by the six levels of descriptors.

BREADTH OF ENTRIES: The types of entries,their contexts represented and entries representative of domain areas.

PERFORMANCE: The extent to which the student actively demonstrates the target skill in portfolio products and productions.

SUPPORT: The extent to which the student accesses assistance that allows performance in developing products and productions.

SETTINGS: The extent to which student performance in products and productions occurs across home, school, and community.

INTERACTIONS: The extent to which the student interacts with same age non-disabled peers

TYPES AND CONTEXTS: The portfolio includes representative samples of writing/communication, applications, investigations/discoveries, projects, and instructional programs that reflect integrated, functional, age-appropriate, programming that also includes assistive/adaptive technology and provides opportunities for choice.

RECONCILES DOMAIN AREAS AND VALUED OUTCOMES The portfolio entries which represent student products and productions within domain areas also evidence valued outcomes.

STUDENT SCHEDULE: A required portfolio entry that describes the student's typical day or week. See example (p. 41)

INSTRUCTIONAL PROGRAM DATA: Data representing systematic instructional programming as evidence of student performance in products and productions. See example (p. 44)

PRODUCTS AND PRODUCTIONS: Evidences of student work that result from participation and performance in learning activities.

PROTOCOL FOR EVIDENCING PERFORMANCE THROUGH VIDEOTAPE

Individual Videotape Profiles Protocol

Rationale: According to Blaha and Wiley (1992) videotape profiles can provide objective, clear, and accurate pictures of students' abilities and preferences by illustrating activities, routines, and strategies for instruction and support. Permanent videotape records provide evidence of student performance in products and productions.

Preparation: Blaha and Wiley(1992), recommend the following procedures:

- Gather information from all significant parties; student, family, teachers, related service providers, or human service agencies in planning the goals and content of the videotape.

- Carefully arrange the environment, making sure that all materials are gathered and in place before taping begins.

- Ask someone to operate the camera while you work with the student. Make sure that this person can operate video-tape equipment, and that the equipment is in good working order before the taping begins.

- The novelty of taping might disrupt the routine, or distract the attention of the student. The camera operator should be as unobtrusive as possible. The more often taping occurs, the less novel it becomes for the student.

- Permission should be obtained from parent, guardian, or student before taping. If peers appear in the tape, permission must be obtained from them as well.

- Videotape may be especially intrusive in community settings. Be sure to let businesses and other community sites know why you are taping and secure permission from someone in authority prior to taping.

Method:

- An evaluation script should be used to plan and develop the profile. It should be kept with the tape, acting as a record of contents.

- Activities should be presented in consistent order from tape to tape, and within sections outlined in the protocols. The tape may require some editing. Basic editing can be accomplished with two VCRs.

- The total time of the profile is important. Do not include non-essential information. Twenty or thirty minutes of tape can convey much information.

- The content of the profile should be vignettes of the student doing activities, not professionals talking. Comments should be made in writing. All aspects of the activites should be demonstrated by the student.

- Explanation that occurs as a natural part of the interaction may be done while taping. Other types of explanation should be conducted as a voice-over after the tape is complete.

- Out of respect for the student's privacy, certain aspects of dressing, toileting, and bathing require privacy and should not be videotaped.

PROTOCOL FOR EVIDENCING PERFORMANCE THROUGH INSTRUCTIONAL PROGRAM DATA

INSTRUCTIONAL PROGRAM FORMAT

STRUCTURAL INFORMATION
Environment: Foodtown
Activity: Grocery Shopping
Student: Ann
Teacher: Jacqui
Day of the Week: Tuesdays 10:10-11:15
Transportation School bus
Materials: Picture/symbol list; Money envelope

PROCEDURES
Preparation:

Meet Ann at her locker. Prompt her to look at the picture on her schedule to remind her that she is going to the store. Prompt her to get things she will need from her locker (jacket, purse,). Meet in the classroom.

Before sitting down, Ann will need to get her shopping booklet with her money envelope and shopping pictures. She will select the picture of the item that she will buy.

Review and Introduction:

Have Ann check her envelope to see that she has money. She will be responsible for handling her own money. Check the data card from the last trip and inform the student of what she did well(e.g. "Ann, you found your item"). Then point out one or two things to work on this time.

Travel to the Store
(Check seat belt plan)

Grocery Shopping:

Ann will use a shopping cart. She will need to move over to the first aisle to get organized. The shopping strategy should:

1. Go down the first aisle.
2. Review the entire list.
3. Scan the aisle and review the sections. You'll need to prompt "This is the produce section. Anything on your list from here?"
4. Stop, if that section contains something on the list. If not, move on.
5. Repeat procedure for each aisle.

Encourage Ann to look at people and smile to return their greetings.

Instruction Cues:
Partial physical(PP) prompt or **full physical prompt(FP)**: The teacher places his/her hands and/or body in direct contact with the student's body and puts the student through the correct performance of a response. **Gestural (G)**: The teacher moves his/her hands or body to

suggest a response. **Verbal (V)**: The teacher addresses statements or words in the student's primary communication system directly to the student to assist a response. **Modeling (M)**: The teacher demonstrates the response for the student, requiring the student to repeat the response.

Return to School

Ending the Lesson:

Ann should put her materials away. Review the lesson. Highlight successes. Have the student "chart" her success (e.g. Check off the successes on her chart). Ask student reflection questions: "Did you find your item?; Did you need a lot of help?; How many "successes" did you have? Did you work hard? Did you like the activity?"

SAMPLE DATA COLLECTION CARD

SKILL / DATE	9/8							
1. Enter Store	+							
2. Obtain cart	+							
3. Scan aisles/sections	- PP							
4. Check list for item	- G							
5. Repeat scanning	- V							
6. Select item	- V							
7. Move to checkout	+							
8. Wait in line	+							
9. Pay for item	+							
10. Leave store w/item	+							
Total (+) (-)	6/4							

STUDENT PROGRESS GRAPH

(Student may color in, mark off number of successes)

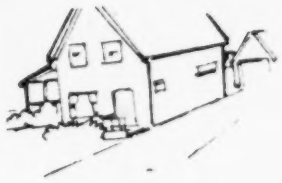
Steps							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Date							

PROTOCOL FOR DEVELOPING STUDENT ACTIVITY SCHEDULE

SCHEDULE FOR ANN

7:55

SCHOOL (MWF)



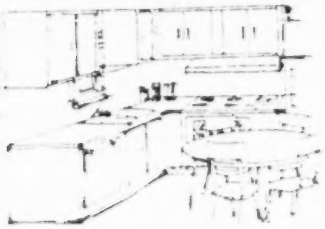
HOME (T TH)

8:15

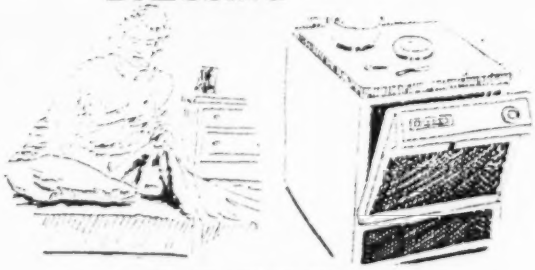
P. E. (MWF)

DRESSING

9:10



HOME - EC



HOME CHORES

10:10

BANK
M

GROCERY
T

WALMART
W

MCDONALDS
TH

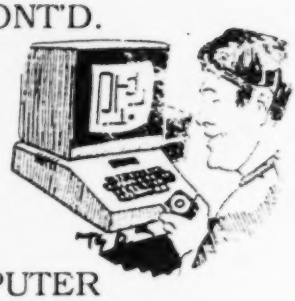
WORK VACUUMING (F)

BEST COPY AVAILABLE

ANN'S SCHEDULE CONT'D.

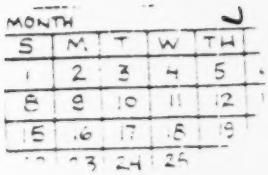
11:05

LUNCH (FRIEND)



COMPUTER
FACILITATED
COMMUNICATION

12:45



SCHEDULING
M

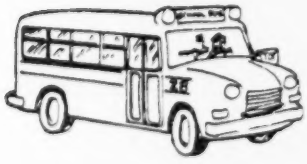
BUDGETING
T

LIBRARY
W F

1:50

MUSIC KEYBOARDING

3:00



DISMISSAL

Description of Schedule Use:

9/26/92

Upon arrival at school, Ann gets her schedule book and with assistance from a peer checks the pictures and makes changes according to the day. Using a combination of environmental cues (high school bell schedule) and the pictures, Ann points to the activity that comes next on the schedule. Choices of activities may appear as well in the picker schedule. In that case, she makes a selection. Upon making the selection, she goes immediately to that activity. The process repeats with the completion of each activity.

PROTOCOL FOR DEVELOPING STUDENT RESUME'

Leslie Beach
9870 Paradise Blvd.
Nicholasville, KY 40356
(606) 885-1234

EXPERIENCE

September 92 to present	Wither's Memorial Library Nicholasville, Kentucky Custodian Assistant Vacuum meeting room, straighten carpet squares, clean glass cases, windows and doors, dust shelves and place all returned books to rack
October 1990 to May 1992	Fitch's IGA Wilmore, Kentucky Stock Clerk Face shelves, return misplaced items to correct area and put up stock
October 1989 to May 1990	Brookside Baptist Church Nicholasville, Kentucky Custodian Assistant Vacuum sanctuary, straighten hymnals in rack, clean restrooms and clean glass doors
EDUCATION	Jessamine County Senior High Nicholasville, Kentucky
REFERENCES	Available upon request

JESSAMINE COUNTY HIGH SCHOOL
EMPLOYER EVALUATION/VOCATIONAL PROGRAM

Date:_____

Name of Worker:_____

Name of Business/Organization:_____

Name of Supervisor:_____

1. Were you satisfied with the quality of work our student did for your organization/business?

   YES NO

   COMMENTS

2. Did the worker have regular attendance?

   YES NO

   COMMENTS

3. Was the worker on time at least 90% of the time?

   YES NO

   COMMENTS

4. Did the worker call if he/she could not come to work?

   YES NO

   COMMENTS

5. Was the worker dressed appropriately for work?

   YES NO

   COMMENTS

STUDENT WORK SURVEY

STUDENT'S NAME _____ DATE _____

WORK SITE _____

1. DID YOU LIKE YOUR JOB?
2. WHAT DID YOU LIKE BEST ABOUT YOUR JOB?
3. DID YOU ARRIVE AT WORK ON TIME?
4. DID YOU GET OFF WORK AT THE REGULAR TIME?
5. DID YOU UNDERSTAND THE DIRECTIONS GIVEN TO YOU BY YOUR SUPERVISOR?
6. WHAT DID YOU DO AT WORK TODAY?
7. DID YOU HAVE EVERYTHING YOU NEEDED TO DO A GOOD JOB?
8. WERE YOUR SUPERVISOR AND CO-WORKERS FRIENDLY AND HELPFUL TO YOU?
9. DID YOU GET A BREAK?
10. DID ANY STRANGERS BOTHER YOU AT WORK TODAY?

KDE Alternate Portfolio Training Calendar
1992-1993

	1992
Alternate Portfolio Advisory Committee Meeting	July 6-8
Alternate Portfolio Advisory Committee Meeting	August 11
Region 3 Training Leader Training	Sept. 16
Regional Leader Training	Sept. 28
Region 3 Training Executive West Louisville	Sept. 25
Region 5 Training U of K Student Center Lexington	Oct. 9
Region 1 Training Executive Inn Paducah	Oct. 12
Region 2 Training Greenwood Executive Inn Bowling Green	Oct. 13
Region 7 Training Greenbow State Park Greenup	Oct. 19
Region 8 Training Holiday Inn Prestonsburg	Oct. 23
Region 4 Training Holiday Inn Covington	Oct. 30
Region 6 Training Cumberland Falls State Park Corbin	Nov. 7
Teachers Collect Portfolio for Accountability	November - May 15
	1993
Regional Leaders Update Meeting	Jan 15
Advisory Committee Review	Jan. 30
Regional Leaders Update	March 1
Portfolios Collected for Benchmark Purposes	May 15
Lead Teachers identify Benchmark Portfolios	June 1993
Advisory Committee Determines Scoring	July 1993
Teacher Training Portfolio Scoring	Aug. - Sept.
District Level Scoring	Oct. 1993